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| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | **Grade Level: 5th** | | **Date(s): Unit 1, Week 1 (5.ela.unit1.week1)**  **August 29 – September 2** | | | | |
| **Curriculum Area:** | English Language Arts | | | **I Can Statements & Learning Targets (I can……..):** | | I can quote accurately from a text  I can read unfamiliar words and infer their meanings based on the story  I can use information from a text to make an inference  I can plan my writing  I can combine prior knowledge with point of view to create description in my own words | | | | |
| **Content: NC ScoS** | **RL5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RFS5.3a** Know and apply grade-level phonics and word analysis in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.  **W5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **L5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). | | | **Technology Standards & Resources:** | | **5.IN.1.1** Differentiate strategies when reading informational text in a variety of formats (e.g., print, online, audio, etc.) to complete assigned tasks  **5.SI.1.1** Use different types of resources to gather information (print and other media)  Smartboard  Camera  Online Venn Diagram | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **RL5.1/RI5.1** What inferences can you make? What information would you need to support the inference? | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | | Why is Transition a good overarching theme for the colonial movement and time?  How can you use word relationships to help you understand unknown words?  Why is prediction key to understanding text?  Explain the point of view of a specified person in the colonial movement. Hypothesize and explain what he or she saw, did, thought, felt, and interpreted. | | | | |
| **Vocabulary:**  Academic/Content  Poetry text features (poem, title, stanza, line, rhyme, rhythm), comparison, prophesy, Powhatan, Native American, colonist, column, inference, T chart, Venn diagram, writing process, exclusion brainstorming, prewriting, drafting, revising, editing, publishing, Lexile levels, predict, inference, transition, word sort, prefixes, base word | | | | **Teacher Resources:**  Carbone, E. (2006). Blood on the River: Jamestown, 1607. (New York, Scholastic).  Hakim, J. (1993). A History of US: Making Thirteen colonies 1600-1740. (New York: Oxford University Press).  Reading folder  Reading notebook  CRR Notebook  Writing folders  Rulers (for double journal)  Spelling list from Words Their Way, Derivational Relations stage | | | | | | |
| **Monday**  **Subject Integration:**  **Social Studies**  **RL5.1** (quote directly)  **RFS 5.3a** (morphology, grade level spelling) | **Whole Group**  p. 1 Blood on the River: Jamestown, 1607(1 c. to each student, copy on Smartboard [SB])  **A)** Discuss text features of poems (lines vs. sentences; stanzas vs. paragraphs; rhyming or not; rhythm and beat). Make a T-shaped process chart with comparison.  **B)** Introduce poem as Powhatan prophesy, preceded date of Jamestown arrivals – What did America look like then? What was here? How do you/we know?  Chorally read the poem. Ask students to mark their texts (underlining) for the settings, characters, and events.  **C)** Discuss the prophesy in terms of setting up the way the Native Americans will interact with the colonists in Jamestown. It leads to a theme of “Transition” for all involved. What do they think this means? How do they think the point of view links to transition? Make a graffiti wall with the connections the students make/their ideas (ex. the Powhatans, transitioning to having a new settlement in their territory, interacting with the white greenhorn colonists; the colonists, transitioning from urban, developed living to scraping by in an undeveloped land; etc.)  **D)** Conclude with going over the reason for having a theme to the six weeks of literacy learning.  **E.)** Spelling. Introduce word sort. Partners cut up words along lines, you model 1 or 2 words on camera/SB using headings. They finish. You circulate, monitoring and stopping occasionally to have students read the words to you. Discuss informally the rules/generalizations they used/inferred (prefixes). Sum up by having 1 student inform the class how he/she determined the generalization. These are the week’s spelling words for the class. (prefixes added to base word, what do they think the prefixes mean based upon knowing the prefix + base word = definition of word) | | | | | | **Small Group**  Establish rules and procedures for Daily 5.  Go over, practice, and master Read to Self for 15 minute portions.  Go over Listen to Reading protocols. | | **Independent Work**  Students need to use the 5 finger rule or their Lexile levels from 4th grade EOGs to select books from your library.  Begin accountability procedures (title of book, number of pages read). Possibly begin constructed writing response but expect it to be vague until you teach the students how to do it. | |
| **Tuesday**  **Subject Integration:**  **Social Studies**  **RFS5.3a** (word knowledge) | **Whole Group**  p. 2-5 Blood on the River: Jamestown, 1607(1 c. to each student, copy on SB)  **A)** Review yesterday’s discussion – important aspects to refresh: 1) prior to 1607, only Europeans the NAs had seen were French trappers (generally only as far south as upper PA), Columbus (only as far north as Caribbean), and possibly the lost Roanoke folks; 2) what was here - houses made from native artifacts, like longhouses made from sticks and thatch roofs, or mud laid over stick underlayment, etc., loosely aligned tribes that could be migratory, new vegetation (corn, tobacco, pumpkins), an established people; 3) “Transition” as an overall theme for this 6 weeks.  **B)** Exclusion brainstorming. Have students mark 6 words they think will not appear in text. (Show cover of book, discuss yesterday’s p.1 as context.) Encourage discussion at tables.  **C)** Directed Reading Thinking Strategy. What words did they select? Why? Ask them to now link common words in space below. ex. gold, silver  **D)** Distribute texts to students. Chorally read p. 2. Do they want to make any alterations to their lists? If so, why? (RL 5.1, quote accurately, may paraphrase) What does that tell you? “So, you are predicting X will not be in the text? What makes you think that?” (RL 5.1) Tables/groups read chorally p. 3. Any changes? Partner read p. 4, 5. Any changes?  **E)** “So, what tripped you up?” Lead class discussion into investigating what clues they used, what connections they made. “How does this play, then, into our thinking as we read?”  **F)** Conclude by explaining they have just been involved in a prediction activity – actively predicting and repredicting about a text based upon the words (**vocabulary**) as they read, asking questions about the text. Those questions were unasked verbally but because they participated, those questions WERE asked in their minds. “How, now, does this passage play into the Transition theme?  **G)** The reading will be needed tomorrow. | | | | | | **Small Group**  Establish rules and procedures for Daily 5.  Practice and master Read to Self and Listen to Reading for 20 minute portions.  Go over and practice Word Work protocols. | | **Independent Work**  Have students complete student reading interest survey, p. 5-6 <http://cw.routledge.com/textbooks/9780415802093/news-updates/Interest-Inventories.pdf>  Collect. (Analyze to help with book selections for RTSelf and Guided Reading selections) | |
| **Wednesday**  **Subject Integration: Social Studies**  **RL5.1** (quote directly to support inference) | **Whole Group**  p. 2-5 Blood on the River: Jamestown, 1607 (from yesterday)  Teacher input –  **A)** “Yesterday, we read this passage. Today, we will be doing a close read of the passage, rereading it and chunking it. As we read, we’ll keep coming back to the idea of ‘what is going on?’ in the passage. (Need double entry journal on board, SB, or chart paper.) Basically, a Double Entry Journal is a T chart with the first column devoted to excerpts from the book and the right column devoted to your thoughts, every time.” Label paragraphs per page first. Lead students in reading of 1st paragraph. Model writing citation (p. 2, paragraph 1) and a few key words, then give your thoughts. Use this as a think aloud and Grand Conversation time. Here is an example:  What the text says What I think .  p. 2, ¶ 1 “breathing hard from running” Desperate, in a hurry  “slam rock down” “pounding” Making noise in the dark, loud, hard  “musty” Stale air, air not moving  p. 2, ¶2 “mine. It should have been mine” Sounds like a child, ownership  “should” is foreshadowing doom  Model through p.2. Segue into tables doing with table choral reading for p. 3, 4, 5. (Not all ¶s get discussed, just those that evoke. The purpose is the direct citation/proof of response.)  **C)** Lead conversation about how there are underlying feelings you interpreted from the character (“No name given, right? Hmmm, wonder why …”) using key words, which you all found. What does this mean? How does it link with the title, cover, and prophesy? Predict actively, recording on SB.  **D)** “We’ll see how this will connect back to the text. Is there anything you need explained from the text before we finish? (may need 2-3 minutes on poorhouse, orphan, being beat on the streets). | | | | | | **Small Group**  Establish rules and procedures for Daily 5.  Practice and master Read to Self, Listen to Reading, and Word Work for 25 minutes.  Go over and practice Read to Someone. | | **Independent Work**  In final 5 minutes of Daily 5 today, teach Constructed Responses. Using the prompt, “Make an inference (or prediction) about the next part of your text, citing evidence from your text to add to your thoughts. Give details.” Now, lead them through this, you doing it for the Blood on the River text as a model. Ask them to do this in their CR notebooks about the texts they read or listened to. If can’t predict because finished text or didn’t read, ask them to predict Blood on the River too. | |
| **Thursday**  **Subject Integration: none**  **W5.2** (write informative, using writing process) | **Whole Group**  **A)** Introduce Writing Process (prewriting, drafting, revising, editing, publishing). Need a process chart outlining.  **B)** Introduce basic procedures in the management of this process (self-identification of where a student is in the process, how to determine peers are ready for revising, etc.)  **C)** “Let’s do prewriting first today. We will write a piece about when we were like the main character in Blood on the River, rushed and highly emotional. That reminds me of a time I was highly emotional …” (Come up with a story from your personal life when you were highly emotional. It should be true. [My story is about a bully when I was 5 and what transpired.]) Tell them the topic and then, as you tell them the story, draw a picture about the story … it’s not a comic book, showing all the sequential activity; instead, aim for the gist of the story or the climax in your picture.  **D)** Students draw their pictures and discuss them with partners at the table, as they draw. It’s not Picasso, it’s quick 5 minute sketches, to get to the gist. (This discussion is actually the prewriting.)  **E)** “Now, let’s draft the story ….” (Aim for the entire story to be written down.) **F)** At end of block, they need to place their prewriting pictures and drafts into a folder.  **G)** Spelling practice test. #1-20, give 20 random words from assigned list. | | | | | | **Small Group**  Establish rules and procedures for Daily 5.  Practice and master Read to Self and Listen to Reading for 25 minute portions.  Practice Read to Someone Word Work options. | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). You’ll want to have students either taping or gluing (or use labels) the prompts into their CRR notebooks. You may want different CRRs for each section of the Daily 5 or to tailor them per week. Model if needed. | |
| **Friday**  **Subject Integration: none**  **W5.2** (write informative, using writing process) | **Whole Group**  **A)** We will continue learning the Writing Process today. Yesterday, we did prewriting and drafting. We need to review these steps today.  **B)** Make a process chart of prewriting – purpose and what it will look like (pictures, graphic organizers, lists, steps, outlines, discussions). Discuss yesterday’s discussion/drawing combo only.  **C)** “Let’s now look at drafting.” Make a process chart about drafting.  **D)** Our next step is revising. Make a Venn diagram comparing revising and editing (see Resources section below for link), having students assist. From this, introduce revising checklist. Select first item.  **E)** Minilesson about first item. Have students then look at their drafts to determine if they have worked on that first item.  **F)** Have students go through remainder of checklist and apply. Advise continuing to draft and redraft to polish things up.  **G)** Sum up what you did today.  **H)** Spelling test. Have 1 student administer assessment. (This is a routine you can establish and understand it will be carried forth as you have modeled it.) | | | | | | **Small Group**  Establish rules and procedures for Daily 5.  Practice and master Read to Self, Listen to Reading, Read to Someone, and Word Work options. | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). Model if needed. (Collect for review and feedback over weekend.) | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  --  Action/Activities:  -- | | | **Reflection-Checking for Understanding**  Students on target:  --  Action/Activities:  -- | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  --  Action/Activities**:**  -- | |
| **Daily Five Activities for the Week** | **Read to Self**  See small group routines | **Read To Someone**  See small group routines | | | **Listen to Reading**  See small group routines | | | **Word Work**  See small group routines | | **Work on Writing**  (none this week) |

**Daily 5**

* Need a checklist for management. Some sites to match your style, perhaps:
  + <http://www.bhusd.org/apps/pages/index.jsp?uREC_ID=59648&type=u&pREC_ID=314742>
  + <http://jennifersteachingtools.blogspot.com/p/formtastic-forms.html>
  + <http://pulaskidailyfive.blogspot.com/p/resources.html>
  + <http://mnwelementary-daily5andcafe.wikispaces.com/Daily+5+Resources>
* Understand that the Daily 5 stations emphasize stamina, followed by application of skills. Therefore, the students need to be Reading to Self for long stretches of independent time more than other options, at a minimum of once a day. We also need to ensure there is accountability, so a rigorous 5 minute reader response is suggested. You may wish to have them respond to questions that practice the focus reading skills of the week (i.e., for this week, RL 5.1).
* The key to Daily 5 is the behavioral control aspect, that you are able to meet with Guided Reading or other small groups during this time with no overt oversight of the students. Its success relies heavily upon procedures and student independence, with agreed upon acceptable and unacceptable behaviors, explicitly stated. That is your goal this week – to make sure they all understand the behaviors which should occur and have bought into the ideas presented.

**Read to Self**

* Book shop once a week for 5 minutes maximum. You may choose to use a rotation chart for management (i.e., students 1-5 Mondays). Have a minimum number of books in the book box/seatback pocket that are at or just below the instructional level of the child (I like 3 and 2. 3 at independent level and 2 stretch books.) You may also include Scholastic News, Time for Kids, and other passages the child finds interesting.
* Have a library section to your room. Kids like comfy seating, so lawn chairs, carpet squares, pillows, and even seat cushions help. A rug delineates the space. I once had an ugly castoff Naugahyde sofa I used that the children adored. Make sure you have different light sources at lower heights for kids who prefer incandescent, etc. I like atmosphere. I make a mix on Pandora and play it softly during Daily 5 (piano lullabies). I also teach my Guided Reading kids to read at loud whisper level, so the Read to Self kids aren’t bothered by noise. Kids may bring in noise cancelling headphones or earplugs to wear if they are bothered.
* Include a text set area for books on or related to the subjects you are studying in social studies and science. These books should be displayed with cover facing outwards. You may also have artifacts near the books to expand understanding, such as books about the weather and then a rain gauge, solar powered flowers, windsock and pinwheel, and thermometer at a small station.
* I strongly suggest accountability with a constructed reading response, to be written in a notebook devoted to CRRs. This first week, you will want everyone to have the same prompt and need go over how to develop said response. After this week, you may wish to implement choice or applicability based on genre. I have often used printed labels for such a method. Copying (from the board or a sheet of paper) is a waste of time and takes away time that can be spent on instructional tasks.
* You will want a recording by each child of book read, pages read, etc. for accountability, each day.

**Listen to Reading**

* I make a symbaloo ([www.symbaloo.com](http://www.symbaloo.com), free account and use) of the Listen to Reading options. At my school, RazKids is very popular with the teachers, so we have preset levels for each child. Note well – the RazKids levels are NOT equivalent to Guided Reading levels past level J AND should be tweaked with each MAP administration.
* I strongly suggest a constructed reading response for each LTR session, as well as a record for tasks done/books listened to during this time.

**Read to Someone**

* I strongly suggest a constructed reading response for each Read to Someone session (per child), as well as a record for book and pages read during this time.
* If Read to Someone is a problem in your class, you may need to speak with your administration or coaches to determine why and what your next steps may be.

**Word Work**

* There are tons of WW activities out on the internet. Half are worthwhile, but half are not, lacking rigor. You may need a standard spelling list (or better yet, tailored for each child) to help with WW, but you can also do word study independent of spelling, focusing on antonyms, synonyms, vocabulary, etc.
* I suggest Words Their Way (books for all levels are in your schools) for leveling children and finding word lists. Contact Kear if you want a primer on how to organize, teach with it, on the level of the children. The spelling LPs are done whole class. You can test a select number of words each week, if you need a spelling grade.
* Again, you need accountability at this station too. Think about how to do this in a meaningful way.

Briefly discuss theory of Land Bridge from Asia and settlement of peoples across the Americas, complete with how/why they moved (followed food migration patterns, drought, etc.). Food sources (morphing from a hunter-gatherer society to a farming one, where you want to be in the same place as your harvest), shelter, family systems (men joined wives’ family units) as tribes or “nations”, development of ally systems (Iroquois League of Nations, Mayan and Inca systems, etc.) for trade and ultimately defense, but still loosely joined. No written language. Everything was bound in the oral tradition. (Discovery vs. Already here) (No written language or records = uncivilized society; “savages”)

The arrival of the explorers and later colonists was seen as a curiosity at first. The Native Americans did not have a concept of land ownership, so when the colonists arrived and “owned land”, it was a strange thing and certainly not legally objectionable, since no one had owned the land previously and further, no Native American had the legal expertise nor societal understanding to realize the very foundation of an objection meant the English (or Dutch, or Spanish, or French) society had the overriding and overarching legal system. Thus, no objection was raised. (Stealing vs. Land grants)

So as the colonists came, the NAs helped them (food provision, farming advice, trade partners). They did not see the threat. As they intermingled with the colonists, illness swept through the NAs like wildfire. Their bodies had never been exposed to the germs of Europe before, and they were slaughtered by illnesses that no longer decimated European populations, due to antibodies. As this occurred, the NAs moved. Some were due to migratory patterns (summer and winter camps, following the buffalo or fish runs) and some wished to find better hunting grounds. The NAs pulled back from the shores of the Atlantic Ocean into the heart of America as colonists settled by the ocean needing deep harbors for their ships. The colonists then farmed and hunted a decent circumference around their settlements …. NAs wanted their own spheres of unshared space, so they accommodated the land grab by the colonists. This reinforced the assumption the land was unowned because no one lived there. (Possession vs. Morally right [using our moral compass today])

As the colonists struggled to gain a foothold in the “New World”, they continued to bring European rules into the colonies. Land ownership was determined by land grant and personal land ownership allocation by the number of miles you could walk in a day. There was no regard for whomever else was on the land. It all became the dominion of the one with the piece of paper stating it was so. With those rules were European ways of doing things, which meant bringing the class system to the colonies (maybe not lords and ladies but free men, indentured servants, etc.), the apprenticeship model for learning trades, the higher regard for urban settings and livelihoods than rural, etc.

French trappers were coming down into nowadays America from Canada along the rivers. They got along fine with the NAs because they didn’t stay. The Germanic and English colonists, mainly, stayed and moved outward. Agreements were broken by colonists which angered the NAs. The NAs responded with battles and offensives which were seen as too savage by the “civilized” folk. Women and children were captured and enslaved, per NA custom, which was not the European custom (although it really was, see how Columbus took natives back to Spain). Menfolk were killed. The colonists, though, also engaged in such practices. While women and children were not specifically enslaved, they were captured.

Indentured servitude was a little too convenient of a practice for colonists. They had to release these folk from service between 5 and 7 years later; however, to go from free labor to pay labor was a hardship for the boss, which is how slavery of others began in the colonies.

13 colonies were formed, the most active of which were Massachusetts and Virginia, although Pennsylvania was a strong contender (religious tolerance, all those Germanic colonies, many Quaker, Mennonite, and Moravian settlements, the influence of Ben Franklin, the presence of Philadelphia as the political helm of the developing country).

**More information about strategies in lessons**

T chart for comparison

<http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html>

Exclusion Brainstorming

<http://eagles.midway.edu/ted/STRATEGY_files/exclusion_brainstorming.htm>

<http://www.sccresa.org/downloads/common_core/exclusion_brainstorming_20110329_115428_36.pdf>

Directed Reading Thinking Strategy

<http://www.readingrockets.org/strategies/drta>

Double-Entry Journal

<http://www.adlit.org/strategies/22091/>

Grand Conversation

<http://www.tc.columbia.edu/ncrest/hatch/nd6505/GrandConversations.htm>

Writing Process

<http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf>

Writing Folder

Use a pocket folder with 3 prongs for your writing folder. On the left is Ideas for Writing. On the right is Unfinished Work. On the inside are 13 pieces of paper, 3 hole punched. Add a tab at front, top, just ½” over edge, with a sticky note. Label front tab “Personal Dictionary”. (You will add additional tabs as you add items to the interior section, for easy reference.)

Pic for reference: [](https://www.sdcity.edu/AcademicPrograms/ProgramsofInstruction/2012AcademyforSTEMSuccess) I

I prefer my writing folders all be the same color/size/construction with names across middle front and interior labels written by me. That way, I can spot at a glance who has his/her writing folder out and is ready. It’s also helpful when I have to go desk diving for a missing folder.

Revising Venn

<http://writeonfourthgrade.blogspot.com/2012/08/room-314-is-ready-to-rock.html>

Revising Checklist

<https://www.teachervision.com/tv/printables/0876289723_72.pdf>

<http://www.gtps.k12.nj.us/schools/smithv/hughesj1/Revisingediting/REVISION%20CHECKLIST.pdf>

<http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>